

SPRING!

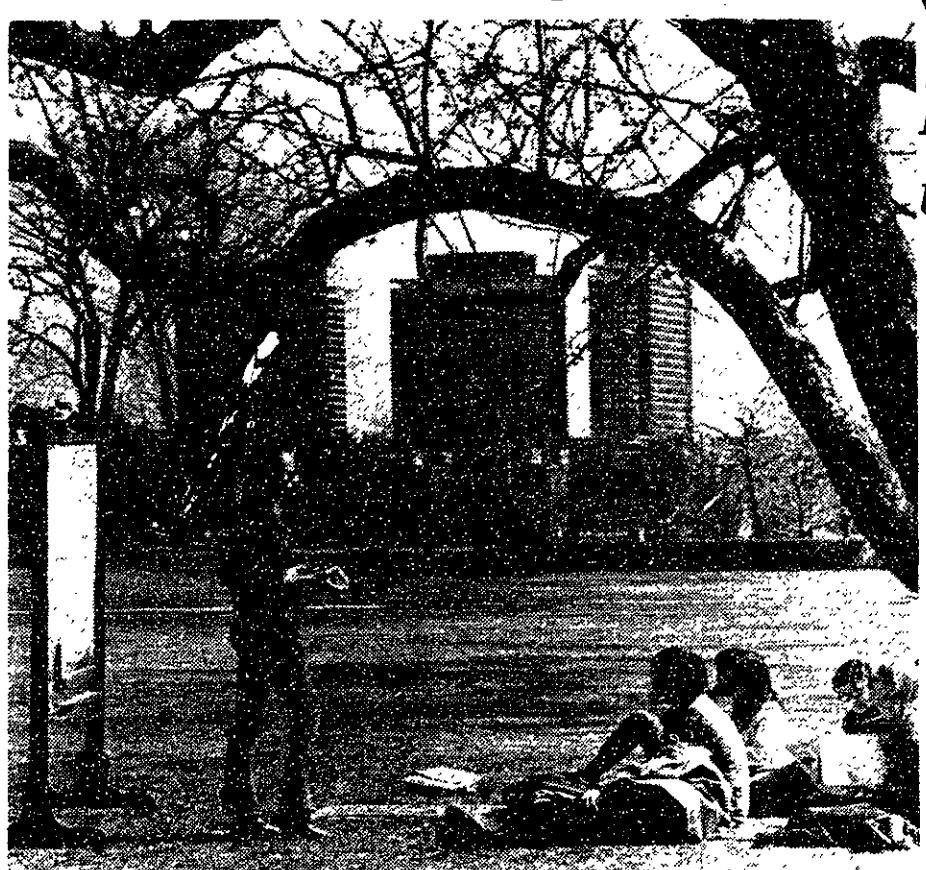


Photo by Gary DeBardi

Students discuss housing plan

By Bob Dennis

A group of students met in the East Lounge of the Student Center Sunday night with two of the prime architects of MIT's recently announced housing plans for Cambridge, to discuss possible student participation in the project and to clarify some of the major points of the complex program.

Tom Woodruff, Chairman of MIT Urban Action, expressed his hope that some positions could be evolved that would fall into his group's proposed program of Urban Fellowships for MIT students. These students would work in the community full-time this summer, and then combine their participation with an academic seminar in the fall.

Robert Simha, Director of the Planning Office, and Walter Milne, Assistant to the Chairman of the Corporation, concurred in the hope that such positions could be worked out. They emphasized that they would be contingent upon student suggestions, the rate at which the program develops, and the shapes that the overall coordination of the plan with the neighborhoods assumes.

In discussion of the plan and the steps that are being taken towards its completion, Simha and Milne pointed out that they, along with such men as Real Estate Officer Antony Herrey (who played a leading role in the development of the plans) will begin meetings this week with some of the local planning teams from the neighborhoods involved in the plans.

Every tool in the book

Simha noted that the financial battle will involve the most formidable obstacles to overcome. Referring to the many possible federal and state programs—many of them previously untested—which they hope to combine for the various developments, he asserted, "We will try every tool in the book, and invent some others." to

achieve the appropriate financing for the sites. He emphasized that each of the five proposed sites will require different methods of financing.

As an example of one of the legal obstacles that must be overcome, Milne pointed out that the "Turnkey" program (which was suggested for two of the sites) has never been used before in Massachusetts because of a conflict with the state's public bidding law. He declared that a court test of the statute's constitutionality would be considered if difficulties developed.

It was emphasized that the neighborhoods would determine the eventual "posture" of the proposed developments. Milne noted that extensive

in-depth interviews have already been conducted with many residents in the area of the North Cambridge site. Their views on the structure and composition of the development will be combined with the financial data in order to compile a series of feasible options for the actual construction. These options would be refined and evaluated before the final plan is agreed upon.

One thing which will, hopefully, be avoided is the type of problems which are currently hampering the progress of the local Model Cities board, i.e., difficulties in cooperation and communication between the citizens and the professionals who are involved in the program.



Photo by Gary DeBardi

Faculty to consider motion to strip credit from ROTC

Abolition of academic credit for the Committee on Curricula, the Committee on Nominations, and the Task Force on Educational Opportunity. The recently-announced project to improve the supply of housing units in Cambridge will also be discussed at the meeting, as will a motion dealing with

which were initiated and tabulated by Segal.

Professor Walter Rosenblith, Chairman of the Faculty, stated that the Committee on Educational Policy has been studying the matter for many months, and may come before the faculty with recommendations shortly. It is likely that no vote will be taken this month, because the faculty will probably want all viewpoints presented before deciding whether ROTC shall retain its academic status.

Also on the agenda are reports from

The Weather

Fair and mild. High in the 60's. Gentle variable winds with the possibility of a seabreeze in the afternoon. Chance of precipitation about 10%.

Order restored at Harvard

Faculty takes middle ground; to make study, drop charges

The Harvard Faculty decided by a 395 to 13 vote Friday afternoon to drop all criminal charges of trespassing forcible occupation of University Hall brought against Harvard students and faculty members arrested at University Hall Thursday morning. All other charges against Harvard and outside demonstrators are being retained by the police.

The Faculty's resolution also included an agreement to establish a committee for studying issues raised by the occupation of the building Wednesday, and President Pusey's subsequent call for outside help.

The committee will act for the Faculty in disciplining the students involved. When elected, the panel will also conduct a study of Harvard's governing structure and make recommendations for changes.

The resolution began: "The Faculty of Arts and Sciences deplore the events that followed, in the first instance, upon those who forced their way into the building, who forcible demonstrators are being retained by the officers of the University at work there, and who insisted upon remaining long after they were requested to leave."

It continues, "As members of a community committed to rationality and freedom, we also deplore the entry of police into any university. Some of us believe the decision to use force to vacate the building was wrong. Some of us believe it was unwise. Some of us consider it unavoidable though regrettable."

The resolution that was adopted combined features of others introduced by Professors Wassily W. Leontief and George B. Kistiakowsky. Details of the formation of the special committee had not been finalized as of this writing.

Strike initiated

Meanwhile, a three-day strike against the University, called by a group of students to express condemnation of the administration, was in progress. A mass meeting of students in Memorial Church Thursday morning unanimously adopted the strike motion. The meeting took place a few hours after more than 400 police moved into Harvard Yard and University Hall to arrest about 200 SDS members and sympathizers who were occupying the Hall, which houses several administrative offices. About 50 persons were injured as the Yard was cleared of students so the police could enter the building.

Present at the Memorial Church meeting Thursday morning were students who sympathized with the original SDS goal of removing ROTC from

(Please turn to page 7)

The five a.m. raid at University Hall: a personal account

By John Jurewicz

(Ed. note: The following is the personal account of a Tech reporter who was arrested with the Harvard demonstrators and held on charges of criminal trespass.)

It had been a dull night at Harvard's University Hall. The occupying forces and sympathizers were getting over the initial novelty of the occasion and beginning to feel at home in the administrative headquarters of one of the nation's oldest and most prestigious universities. A walk through the austere four-story structure would find students sleeping beneath oil portraits of Harvard presidents in the chandeliered Faculty Meeting Room, coeducationalizing the "liberated" restrooms, or hand-rolling yellow ZigZag cigarettes from Dean Glimp's supply of tobacco. WHRB had set up shop on the first floor to relay news from the seized building to the outside world as reporters and photographers from the *Harvard Crimson*, the *Yale Daily News*, *The Tech*, Time-Life, and Boston newspapers roamed through the halls and outside in Harvard Yard.

Yard sealed

Earlier in the afternoon Dean Franklin L. Ford had warned that he would seal Harvard Yard and hold those inside University Hall liable to criminal trespass charges, were the building not evacuated by 4:30 pm. Soon thereafter, all but one of the wrought-iron gates to the Yard were locked, and police guards were posted and instructed to allow only Harvard freshmen, whose dormitories the walled area surrounds, to enter and leave freely. The militant Students for a Democratic Society, who had organized the demonstration and were taking up collections to buy food and refreshments for the group, solicited the aid of several freshmen who loaned

(Please turn to Page 7)

Graves urges establishment of Arts offering at Institute

By Bill Roberts

"A Bachelor of Arts degree should be established at MIT to embody more fully the ideal of the Institute as a university polarized around science."

So stated Professor John Graves of the Department of Humanities in an interview with *The Tech* saying that no single set of degree requirements could satisfy the needs of MIT's increasingly variegated student body and the demands of the faculty that the B.S. degree should certify rigorous professional training as well as a general acquaintance with science. He stated that MIT, to be more than a mere center for technical training, should provide a liberal form of education which could be in part an end in itself as well as a means to an end.

The BA program would be tailored to the needs and interests of the individual student rather than the external demands of some particular field. No particular subjects would be required, nor would programs be specified in detail. Instead, each student would work very closely with at least one advisor, who would follow the student's program over a long period of time; a student's freshman advisor might stay with him for throughout his four years.

During the first term of his senior year, the student's overall program would be reviewed by a committee composed of the student's advisor and two other faculty members. The student would be invited (perhaps expected) to defend the educational value of his program before this committee.

The committee would then take one of three actions: 1) accept the program as worth of a B.A. degree, provided the student's grades were satisfactory; 2) set specific additional requirements, presumably to be completed the student's last term; or 3) reject the program and require the student to submit a new program (entailing an extra) for his degree.

Rejections, however, should be highly exceptional. They would be avoided by a set of general guidelines, laid down in advance and publicized to students and advisors. Three main factors are: 1) Concentration exploration in depth of some field of interest; 2) Diversity a wide range of disciplines, including at least 36-48 hours of subjects outside his field of concentration; 3) Independent work a thesis would be required.

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Resistance opinion weekly opts for 'movement' format

By Alex Makowski

Like the legendary phoenix, a dying *Innisfree* has given birth to a new weekly. Representing the views of the student left, *Up Against the Wall Street Journal* should make its first appearance this week.

Why was a new publication necessary? Students working for the *Journal* pointed out that *Innisfree* was published only three times this year, all issues showing poor sales. Student interest seemed to be dying. At a meeting before spring vacation, the staff split on the question of a new format. Kevin George '71 and Jim Smith '69, had opted for a news weekly similar to the parent magazine.

Larry White '69 led a group of students favoring a movement magazine. The *Journal's* guiding principle will be that those who make the news should write about it. "Why have a reporter write a second-hand account of the Rostow demonstration? A Resistance member could give a better account," commented one of this issue's editors. Added another, "our magazine will be able to react to change."

Content and staff

This stand will have two important consequences. First, the magazine will make no pretense of being an unbiased source of information. "We'll be printing opinionated news," remarked one of the staff. The *Journal* is a subscriber to the Liberation News Service.

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Second, as events change from week to week, so will the people who write about them. There will be no permanent editorial board; the magazine will be published by a rotating set of four editors. Only the business department has a quasi-permanent status. An editor of the first issue emphasized, "a formal organization or hierarchy is not necessary. Anyone who works for the *Journal* can participate in its decision-making."

Financing

Needed finances will come from both subscription charges and advertising. The price per issue has yet to be settled, but should be about fifteen cents. As for ads, the staff would like to be choosy, but presently will accept all offers. One column inch of space was sold for the first issue.

This week's issue is "dedicated" to Vice-President Humphrey and the more significant events of the past weeks. Articles highlighting the Harvard demonstrations and the Rostow speech will be included, as well as reports on SACC and Mike O'Conner. The magazine should run to a length of 24 pages.

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New date set for kite contest

The first annual *The Tech* kite-flying contest, originally scheduled for last Saturday, will be held (tentatively) on Friday, May 16.

The contest was postponed at the request of a group of students which is planning several special activities for that date. The group is attempting to have classes cancelled for the occasion. If there are classes on the 16th, the contest will be held on Saturday the 17th.

The kite contest, announced last Tuesday, will include prizes in four categories: (1) for the highest-flying kite, (2) for the most original and successful structural design, (3) for the most original and attractive artistic design, and (4) for the largest kite that flies successfully. In the fourth category, the decision will be based on weight.

Special prizes will be awarded for the best kites in each category which are constructed using the pages of *The Tech*.

The sponsors of the special May activities declined to give details for publication, but it is rumored that they plan something similar to last fall's "Thing '68."

Kite designers have been taking

advantage of the extra time afforded them by the postponement. Several students have been seen experimenting with novel designs on various open areas around campus.

To aid contestants in finding materials for their creations, *The Tech* suggests the following supply sources: for structural members, the Tech Coop

architecture department; for string, any dime store; for airfoil material, *The Tech* airfoil material dispensers placed at convenient locations throughout the Institute. More sophisticated materials can be purchased at more sophisticated stores in the Boston area or lifted from more sophisticated laboratories at the Institute.

Wellesley cross-registrants: It's registration time again

Applications for subjects to be taken at Wellesley College in Fall 1969 available to satisfy the science and under the cross-registration option are

due in the office of the Dean of Student Affairs (7-133) by Friday, May 2. Applications are available in the Wellesley College, which is available in Information Office and in Dean Wadleigh's office.

Required on the application is a brief statement as to why the student desires to cross-register at Wellesley and the signature of the student's faculty advisor.

General academic policies for the exchange are: substitution for departmental required subjects must have been sent to students early last week, and the approval of the student's faculty advisor. Permission of the Registration Officer of the Humanities Department is required for sophomore humanities or the requirements of the area of concentration of a student in Course XXI. Certain Wellesley courses may be taken to fulfill the science distribution requirement. However, the requirement that the student must study in at least three different departments still applies. It is generally understood that lab and science core requirements cannot be fulfilled at Wellesley except under exceptional circumstances.

Free bus transportation will be provided to students desiring it. The ride lasts about 40 minutes each way.

ISC will sponsor weekend festivities from 70 cultures

The International Student's Council will sponsor International Weekend Friday through Sunday, with the intention of introducing some aspects of the culture and folklore of over 70 countries represented by 1200 MIT foreign students.

The semi-formal ball Friday night will feature a Chinese folk dance, a Greek folklore, and Israeli folk dances. Admission is \$2.00 per couple, and fixups are available.

Saturday's activities will begin with an International Menu in Lobdell, followed by a lecture on "Prospects for Peace in the Middle East" by H.E. Soubi Khanachet, Minister Plenipotentiary, Permanent Mission of Kuwait to the UN. The Peking Opera will be performed in Kresge Saturday night, accompanied by English subtitles. This joint presentation by the Chinese Student's Club and the Department of Humanities will also feature a lecture by Professor Sivin on "Elements of the Peking Opera."

An International Variety Show in the Sala de Puerto Rico Sunday evening will conclude the weekend. The variety show will present a wide variety of folk songs, with selections ranging from European to Far Eastern and Latin American.

Soccer will be played between regional teams on each of the three afternoons, with the playoff on Sunday. In addition, there will be a volleyball game on Sunday morning.

Further information on the Weekend, which takes place April 18, 19, and 20, can be obtained from Luis Homez 354-7267 or Tat-Wai 864-9180.



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Harvard and beyond

Although the dust has not yet settled at Harvard, a few preliminary observations seem to be in order.

While we do not condone the student occupation of University Hall, we deplore the action of the Harvard administration in calling in police without consulting the students or faculty. The tactics which were used appear to have ignored most of the guidelines set down by a caucus of moderate students Wednesday night, before the raid. This action, which was condemned by the Harvard faculty as well as most of the students, clearly severed the administration from the student-faculty centrist position. It raises grave questions concerning the ability of the administration to stay "in touch" with the university community.

It is interesting to note that the action of a few radicals in taking over the building has caused the vast majority of the Harvard community, which would never consider such an act, to seriously question the structure of the university. It seems that many do not like what they see. Out of the current confusion may come a serious impetus for restructuring, not unlike that which came at Columbia. Harvard is clearly in much better condition than Columbia, but has not recently had a wholesale rethink of its governing procedures. It is a pity, but often it seems that it takes violent action by a few to act as a catalyst for major changes. The ghettos probably would be far more ignored than they already are were it not for the riots. Columbia and Harvard probably would not consider major restructuring were it not for their respective crises.

It need not be this way, however. Consider Wellesley. Quietly, and with little off-campus

fanfare, all segments of that community have embarked on a full-scale campaign to create a community which is indeed a community rather than a structure governed by a few. Wellesley, and Columbia, as well, are now moving toward a system in which a major decisions which affect the community as a whole are made by a body which includes members of the student body, the faculty, and the administration.

It should be pointed out that provisions were made in the HAC constitution for immediate implementation of student participation in such a body, were one to be formed here.

Rostow

The tactics of those who shouted down Walt Rostow last week were both repugnant to the Institute community and counter-productive to the ends of the radicals.

At Nuremberg, defendants were permitted to speak in their own behalf, and conviction came only after long hearings. Can we in America have sunk so low as to deny "war criminal" Rostow even this? If the radicals sought to convince the bulk of the Institute community of Rostow's "guilt," the most effective thing they could have done was to remain in the audience and ask the appropriate embarrassing questions. As things happened, Rostow left campus with the sympathy rather than enmity of many members of the Institute community.

ROTC: time for change

The agenda of this week's faculty meeting contains a motion to deny credit to ROTC courses.

ROTC programs do produce a class of professionals who are, like it or not, needed by their country. It is clear to us that some part of our survival as a nation depends on this country's officers being of the highest caliber possible. And it strikes us that someone good enough to meet MIT's admission requirements could well become a valuable, flexible officer.

In addition, ROTC courses do in fact teach useful material—material as necessary for a professional military man as the details of fission to a particle physicist. Some have objected that ROTC courses are bad, and out of place at a university because they are teaching people to kill—to use force when all men should be striving to end the use of force. We fail to see any real difference between courses in strategy and tactics taught in ROTC and courses such as "Special Problems in Weapons Systems" (16.49) offered in the regular curriculum.

We do see, however, two things which disturb us about ROTC, on this campus and elsewhere. Both have to do with our conception of a university: a community of scholars, teachers and students learning together in areas of common interest.

At MIT, except in the ROTC "department," faculty appointments are made on the basis of a man's ability to teach and carry out research. Yet the Professors, Associate Professors, Assistant Professors, and Instructors in ROTC are merely here because their service ordered them to come. Nonetheless, faculty in the ROTC "departments" are as much faculty members as members of any other department—they can vote in faculty meetings, and they can serve on faculty committees. We

feel that, unless the teachers in the various ROTC "departments" can demonstrate the caliber demanded of their "colleagues" on the faculty at large, the policy of granting academic appointments to officers and men under orders to teach ROTC at MIT should be discontinued.

We are also concerned about the courses taught by the ROTC "departments." We question not their content, but their quality. We are aware that attempts are made to substitute regular Institute subjects for ROTC requirements, and to keep course quality high in those for which no substitute can be found. But we can see why course quality here might suffer when specified by an organization which operates ROTC units on hundreds of campuses across the country.

We therefore feel that no course should be offered at MIT for credit which is not sponsored by a regular faculty member, (not an ROTC staff member) under the auspices of a normal Institute department. Those few activities which absolutely could not be taught under a regular department could be given extracurricularly. The group could use MIT facilities just as any other student interest group would.

As far as we can tell, neither of these suggestions would limit the educational opportunities currently open through ROTC. They would not prevent the government from granting a commission to someone who had received a bachelor's degree, and had taken certain "ROTC-approved" courses during his four years here.

We agree with the American Civil Liberties Union that the "ROTC programs, as implemented today, threaten the principles of free inquiry and academic autonomy which are at the heart of academic freedom." We hope that the administration and faculty will also see this threat, potential or actual, and act to remove it.

THE TECH



VOL. LXXXIX, NO. 16

APRIL 15, 1969

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Second-class postage paid at Boston, Massachusetts. *The Tech* is published every Tuesday and Friday during the college year, except during college vacations, by *The Tech*, Room W20-483, MIT Student Center, 84 Massachusetts Ave., Cambridge, Massachusetts, 02139. Telephone: Area Code 617, 876-5855, or 864-6900, extension 2731. United States Mail subscription rates: \$4.25 for one year, \$8.00 for two years.

Letters to The Tech

ROSTOW I

To the Editor:

I would like to take this opportunity to apologize to those who were values and morality of policy that is unable to hear the propaganda of Walt made to further "the American Rostow due to the heckling and, in my mission." But presenting a coherent case, the early and unexpected showing analysis of American policy is a long of the French film, "Living Under discussion, not one which could have Bombs." At the same time, however, I been performed convincingly in a one would like to make it clear that I am hour debate. (Note: one of the planned not apologizing to Mr. Rostow, whom teach-ins during anti-militarism week I consider to be a criminal on a par with Hitler and Stalin.

It is too late for Rostow to apologize to the families, wives, and friends of the 34,000 Americans and countless Vietnamese whom he sent into this war, which purpose was, to paraphrase example of the class of academicians Rostow, "to allow [force] the Vietnamese people to determine their own scholarly justifications for what would [accept our] destiny, but not at the otherwise be called imperialist point of a gun." (I was unaware that there are 525,000 unarmed United States troops in Vietnam, debating with the populace.)

Rather than continue shouting in response to his "statements," what I perhaps should have done was to obtain permission to speak to the hecklers from his microphone. I would then have said, "We must have respect for the intelligence of the audience. If Mr. Rostow is allowed to be heard, it will not take our heckling to reveal him for the dangerous and sinister murderer that he is."

Owen Franken

ROSTOW II

To the Editor:

The aim of this letter is to correct the presentation by The Tech, 4/11/69, of the Resistance as the architect of a planned "heckle-in" at the expense of Walt W. Rostow last Thursday.

The Kresge meeting appears to have been set up to prevent a confrontation between Resistance and the secret Rostow seminar which was to be held last Thursday at the Center for International Studies. We were asked Wednesday to participate in a panel discussion on a debate with Rostow. As we consider Rostow a war-criminal, we did not want to debate him on the facts or policy of the Vietnam War of American Imperialism. The Chomsky-Bundy debate proved that no one is convinced of either side by a debate over nitpicking issues: Is that quote accurate? Did we have 5,000 troops in Vietnam in 1964? or was it 1965? or was it 10,000 troops?

Would anyone be convinced if we were to talk about the murder of countless thousands of Vietnamese and the destruction of their culture and

Rostow were to talk about the Urban Revolution in Vietnam? We doubt it.

The important questions concerned the underlying considerations, the values and morality of policy that is unable to hear the propaganda of Walt made to further "the American Rostow due to the heckling and, in my mission." But presenting a coherent case, the early and unexpected showing analysis of American policy is a long of the French film, "Living Under discussion, not one which could have Bombs." At the same time, however, I been performed convincingly in a one would like to make it clear that I am hour debate. (Note: one of the planned not apologizing to Mr. Rostow, whom teach-ins during anti-militarism week I consider to be a criminal on a par with Hitler and Stalin.

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After several hours of debate at our Wednesday night meeting we decided on the following format: We would not ignore the meeting entirely, just Rostow himself. We would present the North Vietnamese film, "Life under the Bombs," and a spokesman for us would then present a short paper to make our position clear. We would not debate a war criminal in a gray flannel suit just as we would not debate a Nazi industrialist in 1943 on what grade steel to use in building crematoria.

However, we realized during our Wednesday meeting that not everyone considers him to be a war criminal. We decided then not to prevent them from questioning him, that is, we are convinced that he is fool enough to make an ass out of himself without our help (which was the most we could accomplish given the existence of that meeting). But a personal attack will never change the institutions of this country that must be changed. So we planned to walk out of the auditorium and initiate discussions on Kresge lawn. As people became disillusioned with him, they could join us outside.

Unfortunately, these plans were not carried through.

From the Resistance,
Bill Saidel
Robert Shapiro
Gerry Stein

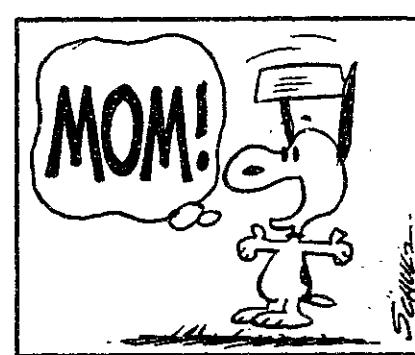
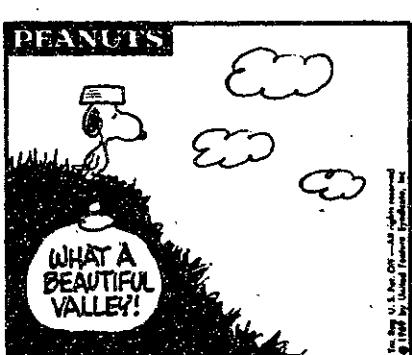
ExecComm Reply

To the Editor:

Last week, the members of the Undergraduate Association Executive Committee signed a document. Each of us had his own reasons. To clarify some of the points in the letter as they apply to me:

- I believe that MIT ought to continue and enlarge its programs of social action and inquiry into the human and technological problems facing this country.
- If any members of the community are aware of MIT people researching (or using) methods designed to suppress the rights of men at home or abroad, they ought to communicate their disapproval in the strongest possible terms.

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What is the latest excuse for ABM?

By Harvey Baker

(Ed. note: In the first article in this series, the essential concluding paragraphs were inadvertently omitted. As a point of information, and with our apologies to those readers who read the article only to find it stop short, we are reprinting herein the rest of that article, along with, of course, the second installment in the series. Part three will follow in the next issue.)

As the critics of Sentinel lined up to shoot down ABM, the Army continued to build. The pressure to stop construction was becoming huge, however, as 251 members of the National Academy of Sciences wrote to the President protesting the deployment of Sentinel, calling it "irrational." Said Dr. Jack Ruina, head of special labs including Lincoln which does ABM work, "At this point in time we do not need a ballistic missile defense system against China — they do not have any intercontinental ballistic missiles." He further said, "... it is relatively easy for an opponent to deceive, exhaust, or otherwise penetrate the Sentinel system ..." On Feb. 1, 1969, Sen. Edward Kennedy made public a letter to Secretary of Defense Laird opposing Sentinel deployment.

On Feb. 6, 1969, Secretary Laird called a temporary halt to Sentinel work pending a review of the system and our "commitments." On March 14, 1969 President Nixon put an end to the farce of the anti-China ABM. Nearly one billion dollars had been wasted already, and the system would clearly serve no purpose.

LBJ faced a problem very similar to that of his predecessors; in his case, however, there was the added consideration that there was evidence that the Soviets were about to begin construction of their own ABM ringing Moscow. While the military was by no means certain of the effectiveness of our ABM, and even less certain of the Russians' ability to build one, they pressed for deployment anyway, giving added fire to their argument, invoking the Cold War adage that if the Russians have something, we must equal or better it. More than anything else, this seems to have been one of the key factors in Lyndon Johnson's decision to build the ABM.

U.S. First Strike

The Russians can, and perhaps should be blamed for beginning what can be termed another round in the escalation of the arms race; that some blame falls on them however, does not justify the U.S. following suit. In fact, the Joint Chiefs of Staff have promised that for the foreseeable future, we will be able to penetrate any defense the Soviets build, and that this does not endanger our first-strike capability. Any U.S. first-strike against the Soviet Union can still wipe out over half the population, two-thirds of the industry, all the cities, etc. In other words, our deterrent is still intact.

Fate of the Sentinel

Having made the decision to build the ABM, however, a rationale was needed for it, and so, conceding that we could not protect ourselves against the Russians, the Chinese were labeled as the object of the defense. The absurdity of this was fully exposed in

In the history of mankind on this planet, man has never had a weapon that, once possessed, he could refrain from using. Never has a weapon or weapons system been devised that has not been put into action, including, sadly, a nuclear weapon. Apparently, such is to be the case with the ABM. There are certain individuals in this country who seize upon every opportunity to enlarge the defense budget, no matter what the rationale, who in doing so, hope also to enlarge their own ego and/or their own pocketbook. Such individuals usually represent either the Armed Forces, or alternately the major corporations doing large-scale defense work in this country. They employ tactics such as the Red Scare, the Cold War, the threat of radical creeping socialism, the idea of "national security," and the threat that if put out of business many people will soon find themselves unemployed. President Eisenhower, in his farewell speech, warned against their assuming too much power, and thereby diverting all available government funds for their own ends. The name generally given them today has become trite from overusage, but let us not forget their presence—the military-industrial complex.

Pressure from complex

It is these people who apparently impressed upon the political animal known as Lyndon Johnson, that the U.S. had the technical capacity to produce the ABM, that the manpower was available, that the system would work even though it could never be tested, and that our entrance into this field would neither antagonize the Russians, nor revitalize the mad arms race. LBJ apparently decided that it would be best to please these people more than any others, and while he may personally have felt that the poverty-stricken in this country could use the five billion dollars better than they, his political sixth sense, keenly developed through 24 years of Congress, apparently led him to let the military have additional funds totalling five billion dollars to supplement the 30 billion that was already being spent on Vietnam. Actually, it is doubtful anyway, even had the money not been appropriated for ABM, whether the poor would have got it; it must be remembered that even with the surtax, in its final year the Johnson Administration operated at a deficit of about 20 billion dollars. When Pres. Nixon finally called a halt to the Sentinel system, nearly one billion dollars had already been wasted.

ABM Primer

Any anti-ballistic missile system works on the following principle. In theory, ICBM's are launched at a nation via high-altitude delivery systems, and are intercepted with both long and short-range missiles that you shoot from the ground. The incoming missiles are generally detected via forward radars, while still several hundred miles away. At this time, the ABM's are launched, and a rough prediction of the trajectory of the offensive missile is calculated, while the ABM carrying a nuclear warhead is directed towards it. The guidance on the ABM is directed by ground radar and is capable of some, though not a great deal, mid-course maneuvering. When the defensive missile gets close enough to the ICBM, its nuclear warhead explodes destroying, in principle, the attacking object.

If this could be guaranteed to work as stated, thus giving the U.S. a security blanket and a perfect first-strike capability, there would be little question as to the wisdom of its deployment. The ABM package, however, comes with a staggering history of miscues and foul-ups, of which some of the most serious are the following.

Hang-ups of defense

Even in the most advanced system known, radar cannot distinguish between real missiles and decoys. The only effective way known to discriminate is to wait until all the attacking missiles have come through the atmosphere so that the decoys will burn up, and then at very short range, so that

the intercept is made just over the intended target, the nuclear weapon aboard the ABM has to be detonated, producing all kinds of fallout, but in theory destroying the incoming missile. Unfortunately, against an defense system it is a simple matter for the offense to saturate and overload the defense at any one point, thus making it vulnerable wherever the offense so chooses. Thus far, there is no known way of improving either the radars or the selected deployment of the ABM. In addition, the kill ratio of the number of offensive missiles destroyed by each ABM is still far too low for it to be effective. Remember, that when an ABM is fired, it must carry a nuclear weapon, because when intercepting the offensive missile, it will miss it by a distance so great, that a nuclear explo-

Thus, the ABM is self-defeating in this aspect. Even should an ABM be constructed that would not need to carry a nuclear weapon, all an enemy would need to do is explode the nuclear weapon itself, somewhere high over the vicinity of the ultimate target, and a minute later follow it in with a fleet of missiles carrying 50-megaton bombs.

Finally, it must be recognized that ICBM's are not the only way of delivering a bomb. Submarines, airplanes, carriers, and remote control detonation devices are all possible. One interesting method is to simply detonate via remote control a nuclear weapon left underwater near a city's harbor. The device is exploded and the wind carries the deadly fallout into the city.

Not one of these problems can be avoided by the ABM system. Now,

ABM—"a defense in search of a mission"—Senator Gore

tion is the only one that can do the trick.

In addition to these problems, there is the interesting trouble that we have yet to develop an effective kill-method, i.e. a means of actually destroying the nuclear weapon aboard the ICBM, to prevent it from exploding anyway. The first Nike-ABM's used a phenomenon known as neutron-heating which was found not to work over great enough distances, such as the ones that will exist between the ICBM and ABM when the explosion takes place. The method currently in vogue is one known as X-Ray kill, but since the U.S. has solved the problem of defending its ICBM's against the X-Ray, so presumably can the Russians.

Radar blackout

By far the most interesting hang-up, and one which will be impossible to solve as long as radar is still the only device used in tracking ICBM's is that of radar blackout. Incidentally, largely thanks to the work of Dr. Draper and the Instrumentation Lab, this is one problem that the offensive missile need not worry about; it concerns only the guidance of the defensive missiles via ground radar. What happens is this. As soon as there is even one nuclear explosion in the atmosphere, all the radar for miles around is wiped out for a lengthy period of time. Hence, when one of the ABM's carrying a nuclear warhead explodes to knock out the first incoming missile, the gas that comprises the air is ionized and takes on the configuration of a metal. The electrons are stripped off the molecules in this fashion, and of course from this point on, the radar waves cannot penetrate through the air, rendering the entire radar useless, or "blacked-out."

Letters to The Tech

(continued from page 4)

I refer to any such suppression, anywhere.

3) ROTC as it stands (courses receiving academic credit etc.) should be abolished or radically changed to bring into line with the other proper activities of the university.

4) I believe that the issue of MIT-sponsored research and design of the instruments of war is too important to let lie.

The community should make an overt decision, real and public on whether such research should continue. This is an issue of rights in conflict: is the issue one of academic freedom or peace.

Then the decision must be implemented.

I intend to look for ways that such a decision may be made.

I personally would not perform such research work.

5) Our letter suggested that MIT take a stand against the actions of the BU and Harvard Administrations. To this I cannot yet subscribe nor do I think I shall.

I am still collecting information on that one.

Some comments on the raison

d'etre for the letter: we all felt a desire to take a stand as individuals, following the actions of the SDS and the school administration.

The purpose of such a stand is to galvanize discussion on the issues which ought to deeply trouble every member of this community.

A crisis in community is fragmenting our world. We do know one another nor do we wish to. Can one discriminate against, fight, kill people that one understands?

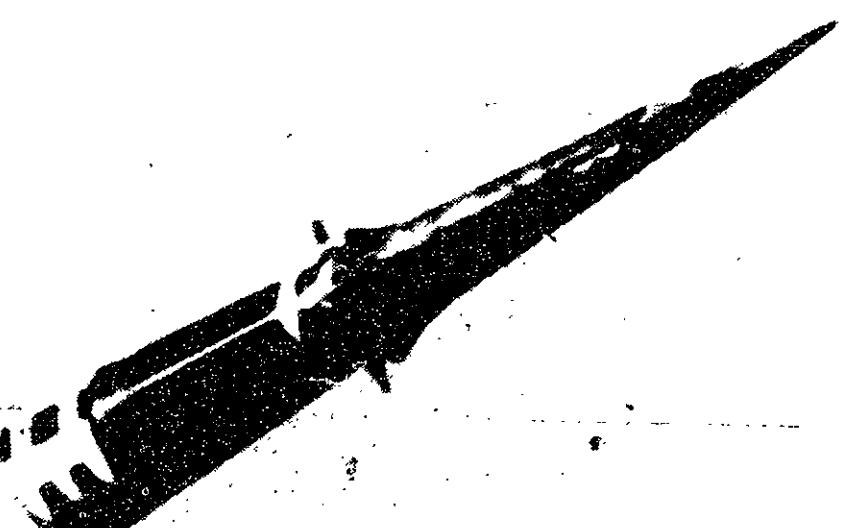
The gap is rationalized in too many ways: suburb vs. city, communist vs. capitalist vs. the third world, morality vs. f.t. forces of darkness.

In the days when our major worry ought to be getting together, working together to conquer the problems of our world, we remain ourselves...to the end.

What I have just written are worthless generalizations, worthless until actions are put behind them.

It will, I hope, be the policy of this government and the community to sponsor and lead such actions.

The goal is ambitious. But we need Steve Ehrmann
Executive Committee
(Please turn to Page 10)



U. S. Army Photo

Shown here is the Sprint short-range anti-ballistic missile, which is accelerated underground with a force of 100 g's, and emerges at a speed of 2000 miles per hour.

Pres. Nixon had a chance to finish the last article, with Secretary Laird ABM, once and for all; however, he finally calling a halt to the Sentinel chose not to. Instead he announced his Anti-China ABM last February. Per-own plan to construct a new ABM he called "Safeguard." He probably missed what could have been the chance of a lifetime to stop the arms race, however various pressures were exerted on him to deploy an ABM of some sort, and so he gave in.

The new Safeguard system will be analyzed in detail in the next article along with speculation as to why Mr. Nixon came to the decision he did, and what it means to America. The new system will be outlined along with its chances for success.

Part Two

Lyndon B. Johnson is by nature a political animal. Like most all other recent presidents, he found it necessary to work closely with the Armed Services and the various corporations and industries who contract for military expenditures. Tradition also has it in the United States government that once an authorization is promised, it is not rescinded even if a new administration assumes office. Such is the case with Richard M. Nixon.

Presidents Eisenhower and Kennedy were both pressured to deploy an anti-ballistic missile system. Despite this, both refused, in what later turned out to be excellent decisions. Thus it was not incumbent upon Lyndon Johnson to give the go ahead on an ABM, and he was more or less free to act on his own.

Clearly, Lyndon Johnson is a rational man, and with almost every responsible scientist and politician in as stated, thus giving the U.S. a security blanket and a perfect first-strike of building an anti-ballistic missile system against the Communist Chinese, who, in the words of Dr. Jack Ruina, still "do not have any intercontinental ballistic missiles," he could not have seriously believed that China needed defending against. Among the people opposing the Sentinel were Prof. Hans Bethe and Prof. George Wald of Harvard, both Nobel Laureates.

Hence Mr. Johnson must have had another reason for agreeing to deploy the ABM. Let us examine what it might have been.

450 cops bust Harvard sit-in

(continued from page 1)
out their bursar's cards to those volunteering to smuggle groceries and soft drinks into the Yard from local supermarkets.

Bust warned

Around 3:30 am word spread through the building that someone had "intercepted" a police call supposedly speaking of a 5:00 bust. Veterans of similar situations smiled. They were well familiar with the cops-and-robbers security games that accompany community-type demonstrations. Within the hour, though, nobody was smiling. Police vans and busses converged on Harvard Yard from Arlington, Boston, Cambridge, Newton, Somerville, Watertown, and the Metropolitan District Commission, depositing an estimated 250 riot-equipped police, complete with helmets, sticks, shields, and Mace, a form of concentrated tear gas in aerosol cans.

Vote to move

When it appeared that police action was imminent, it was quickly decided that for safety's sake, those inside the building should move to the first floor. The students, approximately 200 in number, were filtering down to the crowded lobby as the announcement was made that about 250 State Police had been seen entering Harvard Yard in busses. I moved to a window and saw that a perimeter was being held by the mixed delegations of police already in the yard as the baby-blue-helmeted State Police marched toward the occupied hall in twos through the first blue light of dawn.

As the lobby was filled, those on the outside of the group closest to each door linked their arms as a show of the only resistance to be offered the police and began singing "We Shall Not Be Moved" while swaying back and forth. I clipped my press card prominently to my suit coat pocket and moved to the side of the unoccupied area, clipboard in hand, and continued taking notes.

Police smash in

Apprehension filled the crowded mass as the chained outside door gave way to the State Police. The double inside door, the only barrier left, soon followed as the vanguard of Massachusetts' highly-trained gendarmes charged the group, riot sticks swinging as fast as they could be lifted and brought to rest upon their longhaired targets. As an apparent gesture of meager deference to the press, I was grabbed and given an angry shove in the direction of the frantic students with the epithet, "Get the fuck out of here if you know what's good for you" before being clubbed across the back. Retreating into the group, I was sickened as I watched the all-too-real parallel of the Columbia incident that people had claimed or prayed "couldn't happen here."

Blood flows

The crimson hue of fresh blood rapidly advanced into competition with the baby-blue of the helmets as the color of the day. It flowed from the screaming faces of girls lying on the floor while being repeatedly kicked, it soaked the shirts of desperate students trying to break away long enough to jump out windows in last-ditch attempts to escape the still-flying clubs, and it stained the previously clean white rags that were tossed at one of Harvard's deans in an expression of personal disgust that was later labeled assault and battery.

As the group moved with inexorable slowness toward the other door to the outside, a number of students were herded toward an arched anteroom, the other exit to which was apparently blocked. The riot squad followed, and the screams from inside were still audible over the commotion outside.

Upon reaching the outside door, the group was met once more by police who hustled them down the stairway into the Yard, many with the aid of helping shoves in the right direction. I was sickened by the sight of a longhaired couple being dragged face down across the stone steps immediately before the feeling was dwarfed by a point-blank spray of Mace from a policeman whose grim smile will be hard to forget.

No longer doubting the power of modern chemistry to totally destroy all will to resist, I felt nearly grateful to the policeman who pulled me to one of the many waiting police wagons. The twenty or so in its cramped interior were part of approximately 200 who were carted off to cells in the basement of the Third District Court of Middlesex County in the Lechmere area of Cambridge. As we were taken one by one for booking, I was searched, asked for identification, photographed, and escorted to an 18 by 24 foot unventilated cell which was soon filled with 82 of the participants. After nearly two hours, an officer appeared to take the names of people who believed they were sufficiently injured for hospital treatment. They were later removed from the cell. A member of the Massachusetts Public Defenders advised us that his organization and a number of law students would agree to represent in court those who so wished. After about three hours of sweltering, a bucket of ice water and a cup were passed in and carefully rationed.

Around 9 am guards began removing prisoners to a 6 by 24 foot cell which felt luxurious after our cramped quarters until it began to fill up with a total of 41. Someone down the hall had turned on a radio and medical reports of multiple fractured skulls and the like began filtering through the stale air. In comparison my back began to feel a bit better.

We were called upstairs to the courtroom beginning at about 11 am in rough alphabetical order. I informed the clerk that I was at the demonstration as a reporter, which was apparently a mistake, for I was required to fill out a long personal history and sit at the back of a box for over an hour as I watched the others being run through, about one every 45 seconds. Harvard students were released on personal recognizance, while others were sent back downstairs to await posting of \$20 bail on trespass charges, except for assault and battery charges, which received \$1000 tags. Finally my name was called and I was told to await my \$20 bail as assurance that I would reappear on April 18 to answer charges.

Bail hassles

After a while in my new cell, a guard gave in to my pleas for a telephone call and I informed *The Tech* of the situation. Around 2:45 pm I was taken upstairs as one of the staffers who had come with the bail told me that it had taken since 1:30 to find somebody who would admit any record of my presence. Twenty dollars crossed the clerk's counter and we left. We drove back to Harvard as statements of position were springing up throughout MIT and Harvard denouncing the methods the administration used in handling the situation.



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Mike Albert: The New Left Politics

By Charles Mann
Photos by George Flynn

Q: As the most political and least establishment UAP that there has been here in a long time, how do you feel you are going to fit in with whatever establishment exists?

A: The system that now exists will be defined by how we use it, so that part of the question is probably somewhat irrelevant. As far as working with the administration is concerned it is not all that difficult. Conflicts will be resolved.

Q: How will they be resolved? What happens if the students go outside the boundaries of action that the administration lays down?

A: That depends on what the issue is. If the issue is important enough to go outside those bounds, then the situation will just have to be resolved one way or another. We might as well talk about a specific example, like Harvard.

Harvard incidents

Q: All right, what do you think about a group of students who have taken it into their own hands to go beyond the bounds of order that have been laid down at Harvard?

A: I might ask you with a great deal more feeling what you think about a university administration that practices exploitative housing policies, defends the rights of the American military, and calls in the cops to deal with its "community brothers," but I won't. I think the kids up at Harvard might have made a tactical error, but that is a difficult argument ... the issues at Harvard are very clear. Harvard's housing policies in the city of Cambridge are grotesque. Then there are the evils of displacing a dean from a building. To discuss that in the same breath or tone that you talk about Harvard removing families from their housing in Cambridge is just to utter inanities. One only has to listen to Pusey to know what is going on at Harvard, and who is in fact justified.



Q: You have said before that discussions and such things ought to take place, for example in the General Assembly. What are your ideas about getting this sort of internal conversation going?

A: Before action is taken by a group of people, there has to be a group of people who know what is going on. For example, to take action at MIT with respect to war-related research there would have to be people who knew what the action was about, would agree that it was justified and would work toward its fulfillment. That comes about when groups like SACC make known their feelings and opinions, put forward the program support, and work toward its implementation. If it became necessary to take some militant action, then they go ahead and do that. But the suggestion that students should vote on issues like the war and ROTC is kind of convoluted. You don't vote on other peoples' lives; you vote on your own. You vote on a thing like academic reform. But to have an MIT student vote on the condition of housing in Cambridge or the war in Viet Nam is to make believe that such votes either have any effect or some sort of moral justification.

Communication

Q: OK then, you are talking mostly in terms of information and discussion. What sort of channels for that do you want to open? What do you think might be put into effect in a reasonable amount of time?

A: The key point is that information is transmitted when there is information to be transmitted. That is actu-

ally becoming the case; people are reading now. There is a guy outside selling a special of the *Oled Mole* on the Harvard demonstration and every single kid he has approached has bought it.

The readership of *The Tech* will go up, the readership of the new magazine (the *Up Against the Wall - St. Journal*) will be very high. People will attend the outdoor rallies that will be held every day until the end of the year. People will get information. People will talk. Clearly the General Assembly is a very good mechanism for canvassing and personalized talk.

An example of new media are the two statements made by some members of the IFC and by all six members of the Executive Committee. These papers put across two different viewpoints but they both will serve to promote discussion and talk.

Q: What about proceeding to a few more technical points about the operations of the Assembly. What do you think the operations of the Executive Committee will be now that we have one?

A: The Executive Committee will basically do what it did last night: speak for itself and how it feels. It will not speak in the name of the student body unless it has polled the student body.

Involvement and a little politics

Q: After you have assumed that people do get this information, how do you really get them involved in this whole process? I think that the ideas we are talking about, at least in large part, suggest that there are a great many people interested.

A: It is clear that people will become involved in much wider struggles — say against the war or war-related research or anything like that.

There are two ways. One way is that we recognize that we have a responsibility to other people. We admit that a student is a privileged person. That a student at MIT is, in fact, one of a privileged elite that is very difficult to describe, and as such he has a responsibility to those people who have been institutionally deprived of similar privileges in this society. Our responsibility includes being social critics and attempting to right the wrongs that now exist.

But the other way the student will become involved in seeking social change is that we will all begin to realize that working for such change is in our interest — that the end of the war is in our interest, that indeed the war serves the interest of a small class of people, that the end of an economic and social order that militates against people relating to people in a human and free manner is also in our interest and we will work toward ending that system.

Institutional responsibility

Q: What about the specific position of MIT as an institution in the affairs of Cambridge and on a much broader scale? You are talking about the responsibilities of the people involved. What about the institution?

A: Clearly the first thing is for the institution to stop those actions which are bad, while retaining present positive aspects. The negative actions include its relationship to the community of Cambridge. It seems that there is an honest effort now to meet them in some small way.

With regard to the war and with regard to the political ideology of the country at this time, I think that MIT serves a purpose that is in many ways repugnant. Everybody knows that MIT does research in things like ABM and the Poseidon missile systems, and even more to the point, all-weather helicopters in the instrumentation labs. Now any idiot can see that these are to be used in Viet Nam. To my mind this is insane by any rational standard you use. There is no real need for the radical standards of the new left. If you just think what the stated ideology of the university is — to foster the free interchange of knowledge — then all you have to do is ask whether or not guns and helicopters that can be used to put down people are doing anything to foster the free interchange of knowledge. It

is obvious that the whole thing is just a lot of bullshit.

But we really have to go beyond that kind of denial of such research. We must oppose it because it serves a colonialist mentality and is used to enforce our will, our shall we say "law and order" in places like Viet Nam, the Dominican Republic and Guatemala.

ROTC

Q: Consider the position of the university in a few more specific areas. What about the issue of ROTC that was very recently brought to our attention?

A: I think the ROTC issue is focused on too much, but, again it is really very clear cut. ROTC is an organization that is under the direct control of the United States Military and President Nixon, as that row of pictures over in the ROTC office tells us. That in itself says that ROTC shouldn't be on a university campus as it has nothing to do with a free interchange of ideas. But that is not the main point. What is of real consequence is that ROTC trains people to take part in supporting a status quo which is oppressive, to put down black and student militants in this country, in the ghettos and on the campuses, and to put down revolutionaries across the ocean. I think that anyone who is going to maintain that ROTC is useful is going to have to make some convoluted argument that people who are being trained to kill and oppress are going to serve some sort of social purpose. That is inconceivable.

CIS and Poli. Sci. and Socialization
Q: In terms of social responsibility what do you think of the attitude of the Institute community as a whole toward involvement in social and political problems? The community does not seem political or at least not radical.

A: To say that the university is not political is an error; the university is very political. If one looks at the Political Science department or the Center for International Studies at MIT, one quickly discovers that what is done in these places is very political and biased. It is biased toward supporting an ideology and a set of arguments to justify the adventures of the United States government. Look at what Pool and Pye spend their time doing; either formulating policy that can be employed in places like Viet Nam and Guatemala or arguing out rationalizations for what has already been done, never really discussing what is really at stake, which is the future of financial interest.

There are other ways that the University serves to reinforce the status quo. Like Pusey up at Harvard said, "I never said that the world outside is the best of all possible worlds; our job is to train people for it." At first glance that seems like an obvious statement but one begins to wonder. If the job of the University is to train people for the status quo then clearly the job of the University is not to be an objective institution of higher learning. The status quo defines certain values and sanctions certain motivations. If the University is to train us for that, it has to sacrifice its primary goals. And Pusey even admits that the world he trains us for is not that good. What kind of horseshit is that? He

even admits to abdicating responsibility.

Q: In the context of everything that a university stands for, that doesn't seem to make sense. Assuming that one takes advantage of all the opportunities for becoming an educated person that the University offers, you can't help but be led to draw some conclusions about what is right or wrong with society as a whole.

Structural deformities of education

No, I really would question that. I really think that if the University were indeed free and relatively undirected by society, but directed instead by inner goals, objective study, preservation of everyone's freedom, etc., we would all be radical. That is a personal opinion, but I think it is the truth. What happens at a university, and in fact in the whole schooling system, is that the structure and curriculum of the schooling system militates against our making certain decisions, and having certain views and values. It militates against our making conscious decisions in our own interest and the interest of the people around us by suggesting that other people will make all the decisions for us. It says that our teachers will make the right decisions, or that the administration or the faculty will do everything for us. In fact it trains us not to think in the terms that have to be thought in. It trains us to think in terms of how do I do what someone else has told me to do. It trains us to ask how can I enforce this honor code on myself when this honor code has been figured out by someone else. It never really questions morals or the reasons that are behind what is being done. Now of course these are generalizations and they are not true across the board, but I think they have a lot of applicability.

Q: You are talking about the problems of an authoritarian body, something that you have mentioned before. Do you want to go into that, especially in relation to the administration of a university?

A: At a university this now exists; the situation has just evolved, but it is not consciously evil. It is just a structural evolution. It is a climate where the students assume that the administration and faculty are working in their interest and are making decisions in their interest, and that therefore they don't have to concern themselves about making decisions about their own lives. At the same time there is a tremendous hesitancy even to think in terms of questioning these groups.

People don't even think of asking why the classroom is structured as it is, and why we are told to do homework and take tests. People don't even approach these problems, and it is not because they are so difficult, but because they are outside the normal scope of thinking. We have been trained for so long not to do it, and that is obviously bad. One has only to look at a faculty meeting and see the way people sit, to know that the relationship between faculty and students has become — maybe the word perverted is strong — but it is closer to the truth than "community-like."

Building community

Q: Well, how do you go about getting closer to that, getting a sense of community? That has been something that has been batted around this campus a lot.

A: I think that we have to begin to break down the barriers that exist. We begin to break down the conception that by fiat the faculty member is right. Instead the faculty person and student should relate as equals, personality-wise and human-wise, with the understanding that the human professor is a little more experienced. When he is right it will be clear to the student. Things should not be accepted as premises or historical precedents. They should be argued out, over and over, and justified again and again. The status quo has got to be justified.

But on a more personal level, what has to be done is that students and faculty have to begin to relate in ways



other than in the classroom, which is so structured that thirty students sit and face one faculty person as their divine leader.

Who runs the classroom

Q: What about that with specific respect to the advisory system?

A: The advisory system should obviously be on a much more personal level, with both students and faculty advising. But it is more important to ask questions about how the classroom should be run. One can ask what the format for classroom activities should be, where classroom activities should be, what the curriculum should be and who should decide it, who should teach and how many should be in a class.

Q: Assuming you really want these changes to be made, how do you go about getting people involved in making them?

A: On these issues, the issues of academic reform, the only way is to make people realize that these changes are possible, that these changes will result in a much better environment, and we are therefore worth fighting for. When that is done, when we concern ourselves at the university with learning to think and relate to people, instead of trying to succeed at what someone else is telling us to try to do, then we will be ready to become social critics.

That, I think, is the role of the intellectual, to be a social critic who constructs viable alternatives to what is, so that there can, in fact, be social change.

Q: You are talking, I think, in a large part about something which really doesn't exist here now — an intellectual community. Do you have any ideas about how to go about loosening up the whole atmosphere to permit that kind of person-to-person contact?

A: There are some very simple and immediate things, like getting rid of requirements and grading — small obstructions to personal relationships. Getting rid of things that produce an aura of authority about small groups of people — like the faculty. Another thing is to loosen up the living groups on campus. But that can only be done by breaking down the sexually repressed nature of campus life which can in turn only be done by having coeducational living. This is something that has to come about before you can make any constructive changes in living conditions.

Sex repression in living groups

Q: What about some specific questions on the position of living groups. What do you think the position of the fraternities ought to be?

A: Fraternities are small living groups where a group of people who have a number of things in common get together. The fact that fraternities are all male to my mind completely militates against their being what their by-laws say they would like to be — a community of people who are living together in a very personal and brotherly fashion. You can't do that separately. Guys can't do that without girls. And in fact girls can't do that without guys.

What that says is that the fraternities should be evolving towards a state where they are communal in structure. The same could be said for



and Our Student Government

the dormitories, except on a slightly larger scale. The dormitories now are nothing more than hotels. What possible role can a hotel have on a university campus? It's really just insane. It's quite simple, as long as we avoid facing the question of sex repression squarely by moving toward a freer environment in which sex is recognized as something really beautiful, we'll all be thoroughly fucked up. Look at that — we're even trained to use the words in a pejorative sense.

Q: Speaking of living groups, what do you think of the implications of the proposal that was recently made to bring a much greater part of the student body on the campus, including both graduates and undergraduates?

A: That's a good idea, but it has more to do with the housing crisis; it's not going to alleviate the ridiculous imbalance between the sexes at MIT. In fact, the only thing that is going to alleviate that is if we also alleviate the imbalance between the sexes at places such as Wellesley and Simmons. What we will have to do is break down this myth that students at MIT are different from students at BU and that students at BU are different from students at Harvard, etc.

We are all people, and we should be living together. There is no reason why people from different schools can't be living on the same campus, at MIT as well as at other schools. That is what should happen.

Faculty Power?

Q: A lot of the things you're talking about are, in the minds of most people, fairly political kinds of issues. The people I'm specifically thinking of are the faculty. What kind of things do you expect to happen when you have to work with them?

A: Basically I think the faculty, like the students, are also citizens and therefore ought to concern themselves with political issues. I think the faculty understands that, just as students do, so that it is not the key question. The key question is how the faculty will regard what is presently occurring on this campus, how they will take to students asserting their own rights to participate in decision-making.

One role the faculty can take is to try to defend what it thinks is its own power, thereby conflicting with the students and serving to obstruct us from any real gains in decision-making. But the other role that the faculty can take, and the only one which makes any sense to me, is for them to seek, with the students, to undermine the illegitimate authority of the Board of Trustees. As it now stands, the faculty doesn't have any real power on this campus. When it comes right down to it, it's the Board of Trustees that makes the final decisions and is really responsible to no one. The faculty is going to have to fight this problem at some point too. It seems to me that issue is going to arise very soon.

Trustee power?

Q: You are making villains out of the trustees. Why do you choose to pick on them?

A: It's not so much villains as the structure that exists. The structure in many ways defines the people in it. Regrettably, whether I like or dislike certain trustees, the trustees are in the position of having all the power on this campus. Simply put, the total authority that they have is illegitimate. There are no justifications that I can see for them having control over the way I spend these four years. Nor are there any justifications for them having the kind of control they have over the direction which decision-making at MIT goes.

One can also examine the role that the trustees are playing in other areas, for instance their power in large companies in this country, as Standard Oil, Lockheed, Boeing etc. etc. That would be a long discussion. Suffice it to say that upon examination one finds that a good segment of Mill's "power-elite" are trustees at MIT.

Q: Are you sure that the faculty really wants to take the responsibility

for making this kind of decision?

A: No, I'm not sure of that at all, but I think that when the faculty becomes aware of the situation as it really exists, they will assume new responsibilities. That is, all one has to do is go to a faculty meeting and it becomes blatantly obvious that in a large part the faculty is not concerned with policy decisions or having anything to do with what is happening

Q: What do you mean "rectified?" The whole idea is that if you put the best professors with the best students at the same place, something good comes out.

A: Well, to me that idea is basically naive. Clearly it is naive when the school is working towards the preservation of the status quo and the status quo is unjust and violent. But it is also naive in a utopian sense. It suggests

it is very important for the educational content it offers a student, they ought to be able to make that clear to the student, instead of taking on the authoritarian role of demanding it of the students. That, to me, is much more profitable. That's how we can break down much of the poor relationships that develop between students and faculty. There is no need for it. If the requirements are just, then students will take them. If they don't take them, then the reason will be that they are not just, or that the students are not motivated. If the students are taking a course aren't motivated, it's really a waste of time.

Q: You were talking about presenting the students here with a great deal of freedom. I don't think any one here, including the two of us, is ready

to make all the right decisions. How do you go about providing the information, the guidance, and the leadership that are necessary to get people through here with freedom and an education.

A: Many things that you say are right. The thing that is most evident is that the process is difficult. The myth is that it is simple, and that myth is prevalent right now. If you examine what goes on, you see that a group of people sit down and establish a set of requirements for everybody under the assumption that it's really a simple problem, that everybody has similar needs, similar desires, and similar motivations, and that therefore one can really make an across-the-board set of requirements. But that's just ludicrous.

I would think that the best way to employ the finest educational resources would be to make up for the deficiencies that have occurred because of institutional problems, as in the educational problems arising from institutional racism in the ghetto. Ideally it would seem to me that in the Greater Boston area for instance, the students should have equal access to all the resources and also to each other, with no campus lines.

Requirements

Q: What do you think does make for a more intellectually awakened place?

A: The prerequisite to make this an intellectually awakened place is that people trust one another, and that the responsibility for making value judgments rests with the involved individuals.

In the case of requirements, if the departments feel that a certain course

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that the only thing that is asked of the student to get a degree is that he write a thesis, not of the kind we write now that basically reflects nothing, but instead a very deep and understanding thesis that shows mastery of the subject. If that restructuring were done, then people wouldn't even have to go to school. We could stay on campus or off campus, could work, could do just about anything. That's a re-definition of higher education that is rapidly coming into vogue.

Life style

Q: More than anything else you are suggesting what amounts to a radical revision of life style. What are your ideas of how people in an undergraduate community ought to live, and how their attention and energy ought to be directed?

A: That's a difficult question because it's the most complex question. What characterizes the life style I would choose is a willingness to relate to other people in human and free terms, and a willingness to be very natural. That sounds very trite, but I think it is not. We must be willing to forgo the established codes; to do what we wish to do. Kids who play ball out on the Kresge Plaza, the people who are relating to one another, usually are political for one reason or another. The way in which we conduct a meeting, say a General Assembly meeting, is not by Robert's Rules of Order. It's natural, light, and, hopefully, loose so that people will be honest and talk to one another. I'm talking about moving towards a society in which no one would even

think about exploiting, manipulating, or killing his brothers. You know we've simply got to take all the pejorative connotations out of "fucking over." When we've made that kind of intellectual and social gain a socialist anarchist order will work.

Q: What do you mean by "loose"?

A: Remember the argument between John Lennon of the Beatles and some of the more hard-core militant leftists. The militants suggest, to put it very simply, that the sole need for change is institutional; Lennon says it's individual. I think it is a cross between the two. We have to begin to change

(Please turn to Page 10)



administratively at MIT. But the reasons for that are that they have no power and because they're bound by a whole lot of premises that I think are really fallacious. If the faculty concerned itself with MIT practices *vis a vis* war-related activities and things like ROTC and research, as much as it concerned itself with questioning activities like SACC and sanctuary, then it would be able to effect changes. That has to be done.

If the faculty concerned itself with the hiring practices of MIT, and with the curriculum of MIT in a constructive political fashion, by questioning whether or not the curriculum should be molded around the status quo or should be molded around an objective evaluation that could serve as a critique of the status quo, then it could effect everything about this university.

Q: What about the relationship between the people who come here to be students, and the administration and the faculty, and the whole question of MIT being a school for scientists and engineers? The things that you are talking about are more in the context of a humanistic environment, rather than a technical one.

Science

A: Being a physics student I find the question very relevant. My personal stance has gotten to the point where I find it really hard to do physics. Now that may be extreme, or it may not. I would argue that it is reasonably correct; that this is not the time for people who have received the fruits of a society that is exploiting others throughout the world to be doing physics. But it's obvious that at the very least those who are in physics have to concern themselves with what the physics is being used for, with what the science or the engineering is being used for. They also have to concern themselves with the other decisions, the political decisions, that are going on in this country. Politics is how you live and how you relate to people, and there is nobody in this world who is not concerned with how one lives and how one relates to other people. Everybody has to consider that.

Maybe the more important question to ask about MIT is whether or not it should continue to function as a school that serves a small class of people. And then one has to ask about the MIT admissions policies and whether or not the amount of resources that are available at MIT should be restricted to the use of the number of people who are present at MIT. A little thought shows there is a grave injustice there. There is the injustice that with 122,000 students in the Boston area, most of the educational resources are located at two schools, Harvard and MIT. That should be rectified at some point in the future. Then there is the more pressing question about Black and Third World admissions.

that the best way to employ the finest educational resources is to bring those people who already have had the best training to a higher level.

I would think that the best way to employ the finest educational resources would be to make up for the deficiencies that have occurred because of institutional problems, as in the educational problems arising from institutional racism in the ghetto. Ideally it would seem to me that in the Greater Boston area for instance, the students should have equal access to all the resources and also to each other, with no campus lines.

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Albert calls the corporate and military system....

(continued from page 9)
 ourselves; we have to take upon ourselves the responsibility for the way we live. We have to stop being hypocritical. We have to stop going up to our rooms to smoke pot, if we do it at all. We have to stop making believe that sex is a taboo. We have to stop conducting ourselves with an eye toward how other people think of us, and how they are going to grade us. That all has to go.

But of course there are institutional changes that are necessary. It is the institutional and societal pressures (competitiveness) that fuck our thinking in the first place.

Q: Can you be more specific? Specific about the relationship, about the things you talk about with respect to the New Left and its official changes?

A: The New Left is a movement toward a socialist-anarchist structure. What that entails is huge changes in almost all the institutions modern society. It means that in every possible instance there be community control. There would be community control of things like police, if they were indeed even needed. There would be community control of housing and of the distribution of food. There would be workers' control of working conditions and there would be student control of student living conditions. It is a complicated situation.

The main question one has to ask is how one coordinates a large massive economy like ours when workers are controlling their living conditions and what they produce. That question has never been satisfactorily answered, but I think that the key point is that modern technology is beginning to make it possible for everybody to have at their disposal the information and the facts about reality that are necessary to make decisions. Then tight leadership, tight authoritarian control, is absolutely unnecessary, whether in the Russian or the American sense.

Q: I see a quote up on the wall: "The employers love this generation, they aren't going to press many grievances, they are going to be easy to handle. There aren't going to be any riots," signed Clark Kerr, 1959. Where all of a sudden does all this dialectic come from?

A: Look, Clark Kerr is a fucking idiot, he's certainly no political analyst. The quote is cute and shows his stupidity but I think there is a much better and more relevant quote.

Letters to The Tech

(continued from page 5)

To the Editor:

Realizing that the status of a "Spring Weekend" at MIT was tenuous, this year's committee set out very cautiously not to repeat the performance of last year's committee, or at least not to obtain the same results [Ed. note: Last year's Spring Weekend lost over \$5,000]. They funded this weekend to make money.

What has happened to the gung-ho, this-year-will-be-different Spring Weekend Committee? Are they too lazy to bother publicizing what they have worked on so hard?

This is not intended to be mud-slinging. Should the committee decide to start some good publicity while there are still two weeks left, the weekend can turn out well.

Marvin Keshner '71
 John Head '70
 Karen Wattel '70

Tony Lima '69

To the Editor:

How many seniors were apprised of the fact that Friday, March 28, was the last day that they could change courses to pass/fail status? This was the case, as a quick telephone call to the Registrar's office confirmed.

It appears that the administration has not seen fit to inform students of these dates in the fashion in which this was formerly done: namely, through the device of the bulletin board in the lobby of building 7. Would *The Tech* be willing to look into this for those of us who do not have access to all the channels of communication? I would be interested to know if this is to be the standard procedure in the future—as, I am sure, would a number of other students.

Tony Lima '69

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Stokely Carmichael said, "Man, every cat's politics comes from what he sees when he gets up in the morning. The liberals see Central Park, and we see share croppers' shacks." Now what Stokely meant was that the radical movement that existed at that time sprung from a kind of absolute oppression, or so everybody thought, and that for awhile at least it was going to be the only true radical movement. I think Stokely underestimates the strength of radical guilt, but more than that I think he was wrong in his assessment of our view of Central Park. He now has a different view, as do a lot of other people. He realizes now that a lot of us rich kids are waking up to the fact that Central Park or at least Fifth Avenue and suburbia are in fact repulsive and are not the way we want to live our lives. That is, in part, where the radical movement is springing from. There is radical guilt and the reacceptance of responsibility too, but it's not coming from an absolute oppression of a kind like that in a country like Bolivia. No, we are moving to a realization that society, though for many bearable, is meaningless compared to what it could be. People are now striving for a new society, one that they have a vision of, but that they can't very well formulate. That's what's going on on the university campuses, and in large part, that is what's going on even in the black movement. Most of the black militants are not the most oppressed blacks but they're the black group that has a vision, not of rectifying an absolute oppression which it doesn't feel, but of getting to a new society where we can all fulfill ourselves totally, as has never before been done.

Q: How do you expect, speaking in terms of how the New Left acts, to accomplish anything, when in the case of San Francisco State you end up with someone like Hayakawa? The Establishment's reaction is not going to be favorable. You are just going to excite anger.

A:

It is clear cut that the educational system and certainly the corporate and military system are the nervous system. No, they are the genitals of our society. When one tries to take away the power of the Establishment, they are going to come down with repression. But don't misunderstand, we have not even begun to see that yet. Nobody here has seen repression. We will, though. When you mess with The Man's balls, he is going

to give us trouble. But that is what is at stake. The brothers out at San Francisco State were essentially demanding that the university structure and the United States become relevant to the people of the third world, that it stop fucking over everybody in the third world. Those kids were confronting a whole society and maybe they lost part of a battle, but they set a stage for a large-scale political movement that can change the social structure within this country. That is what we are all talking about. Nobody is talking about setting up situations where we can self-destruct in huge cathartics. That serves no purpose. It serves no ends to get yourself hit over the head by the cops. Nobody wants that. What we want to do is build a political movement that can cause social change.

Q: Why do you find it necessary to express yourself in such angry terms? Everything you have said presses for a logical and a rational approach to problems rather than a static or unyielding one. Why do you find yourself engaged in expression in such unreasonable terms?

A: There are certain things about which I am, and will always be, unyielding. The right of people to self-determination, and the right of us all to personal fulfillment; and if, after a lot of thought, I feel that peoples' rights are being abrogated, my tone will probably reflect it. Don't say I'm inconsistent by using the free-speech argument. When a society is as fucked up as ours is, when in order to preserve the rights of the many to fulfillment one has to intervene in the actions of the few. There aren't many people who argue that we should deny a man the right of murdering another, likewise, we must frequently commit acts of civil or even uncivil disobedience, even to the point of selectively violating some of the ten amendments. I suggest that everyone read Howard Zinn's book on this subject.

It is not clear that everything demands a "rational" approach, as you suggest in the question. If a "rational" approach means a non-emotional approach, then you are wrong. What I am arguing, and what I always argued, is that one can be moral and humanistic, one can be

emotional and at the same time rational.

You seem to be circling around the point of the obscenity that was used, that seems to be what has gotten to you, and that is a lot of bullshit. As Lenny Bruce has said, "There are no dirty words, only dirty minds." One punctuates one's statements in the language that one is used to using.

There are much deeper questions. There is a quote from Herbert Marcuse about obscenity that makes a lot of sense. He is talking about the way society takes a word and redefines it in its own image, redefines it in such a way that it serves the status quo. He says: "Obscenity is not a picture of a woman who exposes her pubic hair but that of a fully-clad general who exposes his medals rewarded in a war of aggression. Obscenity is not the ritual of the hippies but the declaration of the high dignity of the church that war is necessary for peace."

What he's trying to point out is what Louis Carroll made clear in a dialogue between Humpty Dumpty and Alice: people who are in power to

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make the definitions are in fact in power. We have to begin redefining these terms. All you have to do is listen to a newscast and listen to the use of the word 'casualty'. 'Casualty' is flaunted around with no real sensitivity at all, but 'casualty' is a young kid lying on a field in Viet Nam with a hole in his gut. That is the way in which words are totally distorted. The word 'free speech', the word 'free world', the word 'FREE' ... what does it mean? Usually it means free for the continuation of the status quo ... like free speech. Free speech is usually applied to these people who are in some way being ineffective in opposing the status quo, or indeed supporting it. 'Free world' is not that group of countries which have many freedoms but that group of countries which allow free access to large-scale American economic adventures. Included are countries like Spain, Thailand and Argentina, all of which are dictatorships.

It is that kind of manipulation of language that serves to leave people working in a vacuum, working with an unreal set of concepts. It is that which causes blue collar workers in this country to have a set of ideas which the New Left considers backwards, yet empathizes with. The reason we have to empathize with those ideas is that all the inputs that the workers

have militate in the direction of their having the views they have. If you tell a person that his standard of living and his house and everything that he was worked very very hard for - in fact, far harder than we in the middle class. If you tell a person that all of those things are endangered by a group of black people - who for no reason at all are causing disturbances in the street, or even worse are causing disturbances in the street because of Communist influences - well, then of course the workers will rebel against the blacks. But that is stacking the deck.

We have to let the workers see that in fact what is going on is that they are being denied their rights in their working places, they are being denied their rights where they live, and they should join with the blacks in a militant movement for social change. A movement that will not rest until it has destroyed the oppressive order, and replaced it with a society in which, as Carl Oglesby has said, "We can all be free to love."

Q: But how can you avoid becoming what you hate? If the movement is militant, if it employs violence then isn't it just as bad as the status quo?

A: This is really a key question. Of course I believe the answer is no, but a great many people are skeptical. I am not non-violent. I wish I could afford

to be. The situation *vis a vis* violence is not symmetric as you suggest. Almost everyone will admit that it is very different for a master to employ force against a slave, than it is for the slave to engage in a violent revolt against his master.

Violence is not a good thing, but there are times when conditions dictate that there is no non-violent course. Someday, after the Revolution, there won't be any need for militancy and violence. But for now when we are defending against an oppressive social order, when we are fighting for our liberation and for the liberation of our brothers, we will have to be militant, and at times even violent. In the end the only other alternative will be submission, and to submit to oppression is less than human. We will reject the role of oppressor as well as oppressed in favor of becoming fulfilled human beings.

music...

movie..

Steiger shows versatility as 'The Illustrated Man'

By Robert McCall

The Illustrated Man marks for Rod Steiger another fine example of his ability to perform many varied and difficult roles within a single movie. In *No Way to Treat a Lady* he commits six crimes, each with its own different character, in addition to the basic role of substantial citizen; but still, each character reveals some of the traits of this basic central figure. However, in *The Illustrated Man* there are three separate stories, tied together only in that they are suggested by "illustrations" covering the body of a cursed man. Yet, in each of the three stories, Rod Steiger is able to develop that character to a believable level. He does this without the aid of dialect change or extreme make-up, except once, in the main plot, where he plays both a young circus worker who is tattooed by a woman from "the future" (Claire

Bloom) and an illustrated old man who seeks that woman for revenge.

Enjoyable and rewarding

All in all the movie is a rewarding experience, with fine acting and an interesting, though complicated, plot (the three sub-plots, which are mainly divorced from the central theme, do not have enough time to fully mature). It skillfully portrays four persons in conflict with each other and with time - two of them (the young illustrated man and the woman who are tattooed) living in the past, their stories told by the living tattooed; and the old man and a man who has merely passed by living in the present and future of the story.

These complications may seem a bit much - but really they're quite easily understood, and scarcely keep it from being an enjoyable movie.

Silverstein at Boston Symphony

By Steven Shladover

This weekend, the Boston Symphony presented the next-to-last program of its Friday-Saturday series for this season. With Erich Leinsdorf conducting, almost at the end of his term as music director, the varied program served to show his adaptability to a wide range of styles, as well as displaying the capabilities of most of the members of the orchestra. The works chosen for presentation were Bach's Suite No. 1 in C, Max Bruch's Scottish fantasy for violin and orchestra, op. 46, with Joseph Silverstein as soloist, and Stravinsky's Symphony in C. At Friday afternoon's concert, at least, this combination resulted in a very satisfying musical experience.

The Bach Suite, which opened the concert, was distinguished in this performance for the stylistic clarity and purity of the presentation. The work is scored for strings, two oboes and bassoon, rather than for the full orchestra. Leinsdorf used a slightly larger complement of strings than might ordinarily have been expected, but this was justified because of the size of Symphony Hall and the tendency of small ensemble sounds to get lost in it. The woodwinds were a joy to listen to, combining masterful use of tone with perfect coordination and precision playing. The somewhat dry approach in both sound and interpretation was not at all objectionable, although the slightly excessive push Leinsdorf gave the music was not appreciated. The ensemble at the very beginning of the piece was distractingly ragged, but Leinsdorf soon brought things under control, and the remainder of the performance was characterized by precision attacks and a generally pleasing manner.

Silverstein in solo

After the Bach suite gave Leinsdorf an opportunity to show his mastery of the Baroque style and allowed the woodwind and string sections of the orchestra to display their talents, the Bruch Scottish fantasy found Leinsdorf demonstrating his understanding of the romantic style while Joseph Silverstein, the orchestra's concertmaster, was displaying his own considerable talents. The Scottish fantasy is a melodic, somewhat sentimental, piece which is fun to listen to and serves as a very favorable vehicle for the virtuoso violinist. Much of its charm comes from its rather unconventional style, and from the use of a harp accompaniment, a part which, incidentally, was well-handled by Bernard Zighera. The performance, on the whole, was in the best high romantic tradition, with full-voiced playing and songful expression.

This is a work in which technical facility is vitally important, and Mr. Silverstein came through with flying colors. His intonation was unfailingly accurate and his double-stops could hardly have been bettered. It was encouraging to find that the very elusive balance between orchestra and violin dynamics was found and maintained throughout the performance. In sum, this was an excellent presentation with a large-scale, festive air about it.

Stravinsky Symphony

The second half of the program consisted of the Stravinsky Symphony in C, composed between 1938 and 1940. Although this was written later than Stravinsky's famous ballet scores it came before his turn to atonality. Unlike the ballets, the harmonic texture of the Symphony is quite thin and simple, allowing the individual instruments to be heard separately, rather than having them blend into a cohesive sound. The rhythmic structure, though, is complex and consistently intriguing. This symphony is music of a decidedly intellectual, rather than emotional, nature, and for this reason Leinsdorf's somewhat detached approach was highly successful. The orchestral playing was of consistently high quality, and the transparent texture of the sound, coupled with the clarity of the rhythmic treatment, helped greatly in untangling the complex structure of the work. Even though this was a very fine performance of one of Stravinsky's most readily accessible works, the audience failed to appreciate it, and the response was pitifully small.

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